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## THE DOMINANCE OF DISCOURSE IN CLASS

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i> Received: 18 Mar 2019 Accepted: 30 Apr 2019 Published: 31 May 2019</p> <p><i>Keyword:</i> domination, class discourse</p>	<p>Domination is basically at the social level. Dominance is everywhere here and is social. The function of dominance to influence the dominated party. The dominated party will carry out the orders and rules of the dominating party. Domination is done through the power of symbols. Symbols that can control individuals or, social groups. Through language as a means of communication, symbols emerge with unconscious power subtly entering the realm of reality. Domination also enters the arena of learning.</p>

## INTRODUCTION

Domination has an important role in class. Socio-cultural class of society in various domains. The era of globalization today, we are led to the seduction of symbol space, clerics, and discourse of discourse. Although symbols cannot alter reality, the symbol is capable of storing magical power with its abstract power shaping the world with meaning. The world of meaning in addition to storing magical power, the meaning also saves power. The power for the parties to be mastered through a symbolic power. Power raises an attitude of dominance toward parties or social groups.

Dominance is basically at a social level. So that power can give effect or social impact. Domination has an open and close relationship. The relationship is either hegemony or expansion. In dominance, there are the upper and lower classes. The class has a relationship influenced and influenced by a language. Language has power and dominating power especially in learning. Teachers use dominating power through language as a means of transferring learning materials. The power of language used by teachers solely to encourage students to understand the learning materials delivered through teaching and learning activities. The role of power attached to the teacher, giving influence and insistence on students to follow every instruction given.

Domination in a class is defined as the social context underlying the purpose of domination. Domination is able to create transfers through the power of symbols. Symbols that can influence anyone to believe and acknowledge perceptions through reality. The reality of symbolic logic also has the power and power to present reality. In learning teachers hold power and dominate within the scope of learning. Communication activities directly conducted by

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teachers to convey the purpose of learning to students. Learning objectives submitted by teachers should be able to generate student motivation. The motivation that teachers convey has a dominating role in the classroom. The teacher uses the power of speech acts to condition the learning process. The purpose of the teacher using power in learning is to give instructions, advise, give instructions, messages, praise, and give advice in learning.

Attitude change and use of language through symbol meaning. The meaning of language is conveyed through a symbol of power that dominates the class. Dominance using a distinction strategy attempts to differentiate itself from the social groups under it. Domination also enters the learning arena. In teacher learning as the dominant in the opening, interacting, and closing learning. Faced with changing social circumstances, the power of symbols has the sphere of subordinate positions and coordinates. This position difference brings relationships to power and language. Through language, we are not simply invited to a signed game. Signs that will lead us to invite, embrace, and name the meaning that exists. The more hegemonic the power operates, the more effective the language can be transmitted to the weak.

## **DOMINATION**

Domination is a form of attitude or action affecting others. Power has a social nature that is in context and becomes one form of domination. Power also forms a dominant group. Ideology within a group will correlate according to the problem and contribute as a form of solidarity (Eryanto, 2001: 13). The dominant group has a higher status than a non-dominant party. Forms of dominance in the social class of the rich with the poor, employers with helpers, teachers with students, and people who are black with white skin. The dominating trait occurs in certain communities. Power is everywhere and growing in society. The power is present and dominates in a varied form. Dominance in the form of culture, science, and ideology. Domination not only gives birth to the orientation of a value or a deviation of existence.

Dominance in the viewpoint of power comes from outside humans. According to Loyal (2003: 73) states that social structures in society take over from ideological forms. Ideology is used only in intellectual communities so that people with low intellectuals will enter the accommodation space. Every language user brings ideology in communication. Each language user uses ideology as a foundation to provide a direction, purpose, meaning of one's way of thinking about an understanding and theory (Eriyanti, 2014: 54). The social space that plays a role determines a person's existence in the dominant class. Social classes show an awareness of the mind and outlook of life. The sheer number of critics of opinion and a social outlook shows that human beings are essentially social beings.

## **LANGUAGE AND PRACTICE OF DOMINATION**

Language is the main communication tool. The language used by humans as social creatures in everyday life. The language that we often say cannot be separated from social roles. The social role of using language as a means of controlling someone who is unwittingly or not. According to Fairclough (1996: 21) says that variations in language usage cannot be seen from individual choice products but rather products of social differences, such as social identity, social goals, and social settings that language users have in interacting. The mastery of the language that dominates unconsciously affects a user of the language itself. Language dominates social practice, such as during the teaching-learning process, teachers use English, Arabic, and even Mandarin in class. It shows that the teacher controls every component and practice of language delivered in the lesson.

Dominance and language are components that cannot be separated from the social sphere. Language as a communication component cannot be separated from social roles. Communication through language covers aspects of speaking, listening, writing, and listening. The use of language to maintain social relationships both in the family and society. The language used by someone who has a position and higher knowledge will generate power. Power is not

defined as a negative attitude relationship, but a positive attitude (Hamzah and Ningsih, 2015: 21). The interaction of a relationship is interpreted as reciprocity of the speaker with the other person who leads to the use of language. Language as the determinant of the sub-grade class. Although the use of language can be influenced by the interests of the speaker and the other person. Public spaces always provide a gap in power practice. The practice of power grows in the social dimension. According to Thomas and Wareing (1999: 19) which states that the power to use language also covers the dimensions of a family. This is in line with Sunoto (2012: 31) explains that everyone has different powers and powers. It is these forces that have implications for the practice of power. But to be understood, the level of power depends on its membership, not on its personal character.

The practice of power is carried out in various areas. The power is ubiquitous and has relationships between forces. Power does not require that we submit to an absolute form of domination. The dominant form of power in a society is highly variable. The dominance born in society gives birth to a form of disorientation of values and the deviation resulting from action and encouragement. According to Haryatmoko (2014: 138-239), states that the form of power occurs because of an urgent drive and actions through a stimulus persuasion. The power that exists in the arena for a hierarchical power relation.

Language as a neutral medium to convey the speaker's intentions (Budiwati, 2011: 301). The function of the language itself as a messenger to others through symbols and signs. Language becomes part of the symbol system. Symbols used in language are the arbiter. Therefore, language is the power of communication. Language communication is a system. Systems that combine small units up to large units for communication purposes. Language describes the use of symbols as a means of communication and has magical power (Bourdieu, 1991: 43). The language symbols used in communication are not detached by conscious actions.

Language is not merely a tool of communication both spoken and written. Communication using spoken or written language we use in everyday scope. Language is a factual piece of information tools (Thomas and Wareing, 1999: 13). Language as an information tool that we use against social relations and power. The relationship between speakers and partners said. It shows that language is a manifestation of social practice (Fairclough, 1989: 25). In line with Fairclough, Santoso (2012: 3) states that the use of language is always related to power and inseparable by social interaction. With social interaction, it will be obtained a meaning. Language symbols are the meanings and marks used in physical language. The symbol is something that represents the other is vague. The function of the symbol is to replace certain objects or ideas. The symbol system does not merely have a role as a medium of understanding of the language, but also has a sense of social reality.

Symbols have the power to shape, change social reality (Kusumawati, et al 2017: 69). Symbols are able to make people believe and contain magical energy over the created symbolic system. Symbols can flip over the meaning of something dominant. A symbol is not only understood as an instrument of communication, but a symbol is also used in the class of domination according to the taste of the interests of the language user. Symbol instruments are used as the dominance of language, the mastery of signs or the creation of specific discourses. According to Ningtyas (2015: 156), states that the symbolic trust and follow on the available system, so that dominance effects at the point of mode and symbolic system that runs its purpose.

Symbolic dominance is running must and recognized the truth. The practice of symbolic power has kept a dominant and dominated relationship. The dominant and dominant domination hierarchy takes place asymmetrically. The position of domination always try to maintain its power, while dominated is in a subordinate position. The dominant position exerts all symbols to influence the dominated class, the dominated class being in a marginal position when not following all rules and orders.

The symbol system is an intermediate medium for meaning. Through the representation of symbols to behave language, discourse, and images can reveal an idea as a symbolic form. Fahzri (2014: 29) says that the manifestation of power can be found in the communication, language, intellectual space and political sphere that reproduces itself as a symbolic struggle. Power does not mean a win or lose. Power will continue to pass over time through the symbol's symbolic space. By dissecting the space the symbols will be known that the actual symbol also plays a role to deflect meaning. The mobilization of the symbols made the individual and society made subject. Symbols have the power to dominate. The dominated moment accepts and does not realize that it has been dominated by domination, then the symbolic power works.

Symbols are capable of forming power and power. The power of a symbol cannot be separated by the structure behind it. Structure of power and power that bring up ideas and ideas. Symbols have significance in people's lives globally. Any interaction cannot be separated from the symbols used as a communication device. The symbolic system provides a unification of the marks used by the dominant groups. The dominant groups spread the symbols with the code of retention for the dominated groups. In this case, the dominated group is under the dominant level. The dominant group feels voluntarily accepted every rule or practice performed by the dominant group.

## **DOMINANCE OF DISCOURSE IN CLASS**

Darma (2013: 1) states that the discourse is shaped by sentences that form interrelated paragraphs that form the discourse and have a whole theme. The discourse as a series of grammatical elements of the linguistic order has an integral language function. Discourses form a series of messages based on a series of interrelated sentences. Discourse uses coherent sentences to form propositions of meaning. Discourse can be interpreted if one sentence with the other is related. Djajasudarman (2010: 1) explains that discourse is a series of interrelated sentences, containing propositions, and forming a unified whole. The proposition explains the meaning contained in the sentence. The concept of discourse includes social practice.

Discourse has a communicative error. Harsati (2017: 114) says that the discourse of communicative in prejudice can have an effect on the meaning of an utterance. Prejudice can enhance the communicative value of an utterance. According to Leech (1981: 288), presupposes as a basis for the smoothness of communicative discourse. The context of an utterance may affect a person in making prejudices. Santoso (2015: 234) said that the context of discourse relates to factors that support the realization of a discourse. These factors include speakers, listeners, subject, code, link, background, event speech, and message form. Verbal interaction basically has a factor to realize a discourse. Discourse contexts include presuppositions, implicatures, inferences, missing links, and local interpretive principles. Response refers to the meaning explicitly in the discourse. The proposition becomes a pronouncement in speech. In a speech, we are not separated by the context or the elements contained in the responses. The presuppositions become the basis of the speaker's footing upon his speech.

The princess function is to interpret the meaning of speech response. The difference between the speaker's intent in an utterance has an implied- worship to the response. Speakers and responses engage in communication interaction by determining the situation and context of the conversation. The process of interpretation is determined by the situation and context through inference. In saying always pay attention to the chain as a result of the speech. The principle of interpretation that guides the listener or reader not to make up the broader interpretation of an utterance and analogy. Social class is classified as an established group and class issues are also inseparable from the reality of life (Budiasa, 2016: 42-43).

Practice dominance occurs in the social sphere, namely the practice of domination by teachers with students in opening lessons, interact, and close learning. The process of learning in the classroom is always initiated by the teacher opens the lesson. The teacher opens the lesson by fulfilling the components that attract the attention of the students, motivating the students, giving

reference and conveying the material relation that is delivered in everyday life. This is in harmony with Djamarah (2010: 421) suggests that the components that must be met to open the lesson are to attract students' attention, motivate, and relate it to social life. These components are owned by the teacher to create a fun learning process started.

Saud (2012: 56: 57) explains that the skills to open learning activities are activities undertaken by teachers to prepare students' mental and attention during the learning process. Activities undertaken by teachers opening lessons can affect students' minds to have the readiness to learn. Students should also know the outline of the material presented by the teacher when opening lessons. Teacher activities open up interesting lessons that trigger students to follow. The activity of learning process happened interaction between teacher and student. In this case, the teacher describes the learning materials for students. Teacher interaction activities solely not only teachers deliver learning material. The teacher gives an enrichment so that students can think critically and creatively about the material presented by the teacher. Teacher assignment is done to test students ability to master learning materials.

Teachers apply the elements of communication to students to achieve learning objectives. Teachers use models, strategies, and methods to convey material to achieve the learning process. Learning will work well if teachers with students give each other a positive interaction. These interactions will encourage the growth of teacher dialogue with students in learning. Sutikno (2004: 5) says that learning is an effort done by individuals or groups to gain something new through interaction with their environment. The interaction of communication is widespread as the learning process takes place with teachers, students, students, media and students with the environment.

Close learning activities are the end of the learning process. The closing activity aims to find out the achievements obtained by students in understanding material. Activities that teachers can do after the learning process by reviewing how to summarize the core lessons that refer to the objectives of learning, evaluate and provide an assessment to students, improvement of learning programs, and follow-up of self-stabilization of students to the achievement of learning objectives (Mulyasa, 2005: 88- 89). Djamarah (2010: 421) states that teacher goals emphasize when closing learning is meant to review, evaluate, and follow up. Need to be understood when the teacher closing learning is expected to be able to remember the material that has been delivered. Therefore, it is important to reflect every end of learning.

## CONCLUSION

The symbolic power in hiding its dominance is so subtle. Unconsciously party or group that dominated as if entering the domination room. Symbolic power creates objective social relations. Those who are conquered take it for granted. The symbolic mechanism utilizes the existing symbols to fulfill a practice. Symbolic power has magical power and is able to subdue the dominated. Dominance is assumed with a social space topography. Social spaces that have many different domains. The greater the power that is realized, the greater the role of domination. An understanding of power relations is not just in a homogeneous space. Power provides facts, patterns, strategies, and spreads in various areas.

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